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### Appointment, Promotion, and Tenure Documentation

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# Public Administration: Appointment, Promotion, and Tenure Documentation

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**Department of Public Administration  
Procedures and Criteria for  
Re-appointment, Promotion and Tenure  
November 29, 1999**

**Revised per Academic Council Policy October 1998 and used Fall 1999 by Public  
Administration faculty and Dean, School of Professions.**

**Revised by faculty majority, February 9, 2000.**

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## I. Introduction

The Department of Public Administration has a firm commitment to the education of highly competent administrators and other staff for the governmental and nonprofit sectors, to the development of strong ties with the public administration community at all governmental levels and across the nonprofit sector, and to the advancement of knowledge and best practice within the field of public administration. Consistent with that commitment, the Department's graduate program is offered off-campus (downtown Rochester), for students who for the most part are full time, working professionals.

The procedures and criteria for re-appointment, promotion, and tenure set forth below reflect the Department of Public Administration's overall mission, and are consistent with the Faculty Roles and Roles Final Report and Revisions/Clarifications to Academic Policy/Practice on Departmental APT Committees (Academic Council, October 1998). The Department of Public Administration will assess performance in the three areas of teaching, scholarship, and service, where:

**Teaching > Scholarship > Service**, teaching will be at least 50%, and service must be at least 15%. *Each candidate for re-appointment, promotion, and tenure will propose the exact weighting for these three areas, consistent with this overall standard.* The candidate's proposed weighting for the three areas should be consistent with the annual reports submitted by candidate for the period under review.

The procedures and criteria in this document apply to faculty hired subsequent to the adoption date of this document (November 1999). Faculty who were hired prior to November 1999 who apply for re-appointment, tenure, or promotion may choose to submit their application based on either the criteria in this document or the criteria outlined in the Department's previous APT document, dated May 14, 1997. This election will be made at the time of the application.

## II. APT Committee Evaluation Procedures

### A. Academic Policy Practice on Department APT Committees

1. This policy applies to APT committees addressing actions on *continuing appointment, reappointments, promotions, and sabbatical leaves*. It does **not** apply to APT committees addressing DSI recommendations. Departmental APT committees will adhere to the following:
  - a. Academic credentials and performance should be reviewed by those with similar knowledge and experience, therefore (with the exception of the Faculty Senate Observer/Consultant), only teaching faculty should review teaching faculty.
  - b. All members of departmental APT committees should have continuing appointment (or, in the case of professional staff, permanent appointment).
  - c. In the case of promotion, only those who have attained the rank of Associate Professor or higher may serve on the committee. In the case of promotion to

Full Professor, the APT committee must include at least one full professor. If a full professor is not available amongst the members of the department, the Dean, after consulting the chair and the members of the faculty in the department, will appoint a professor from another department or an emeritus professor from the department, to the APT committee for the purpose of reviewing the promotion to professor.

- d. APT committees consist of at least three (3) members. If the department cannot constitute an APT Committee of at least three members in accordance with these policies, the Dean, in consultation with the chair of the department, shall appoint additional members from other departments within the school to the departmental APT committee to constitute a committee of at least three members.
- e. When circumstances necessitate that a department depart from these policies, the chair and members of the department shall consult with the Dean to implement department-specific policies or membership that best serve the needs of the department.
- f. If a department decides that professional staff members assigned to the department should also serve on the APT committee, the department chair will request approval of these members from the School Dean, in accordance with #e above.

*(Approved by Academic Council, October 20, 1998. Referred to Faculty Senate, October 26, 1998.)*

## **B. Re-appointment Procedures**

Candidates for re-appointment will submit all required materials (as described below in Section III, Evaluation and Criteria) to the APT Committee in accordance with timelines published annually by the College. The committee will review and assess these materials based on the criteria in this document, develop a written report and recommendation based on a majority vote taken secretly, and will forward all materials to the chair. The chair will review the recommendation and all accompanying material, develop a recommendation and forward the Chair's recommendation with appropriate materials to the Dean, School of Professions. If the candidate is the chair, the committee's report, recommendation and materials are to go directly to the Dean, School of Professions.

## **C. Promotion Procedures**

Candidates for promotion will submit all required materials (as described below in Section III, Evaluation and Criteria) to the APT Committee in accordance with timelines published annually by the College. The committee will review and assess these materials based on the criteria in this document, develop a written report and recommendation based on a majority vote taken secretly, and forwards its recommendation and all materials to the chair. The chair will review all materials, develop a recommendation, and forward the Chair's recommendation and all materials to the Dean, School of Professions. If the candidate is the

chair, the committee's report, recommendation and materials are to go directly to the Dean, School of Professions.

#### **D. Tenure Procedures**

Candidates for tenure will submit all required materials (as described below in Section III, Evaluation and Criteria) to the APT Committee in accordance with timelines published annually by the College. The committee will review these materials based on the criteria in this document, develop a written report and recommendation, with a vote taken secretly, and forward its report and all materials to the chair. The chair will review all materials, develop a recommendation, and forward the Chair's recommendation and other materials to the Dean, School of Professions.

### **III. Evaluation and Criteria**

#### **A. Application Contents**

Candidates for re-appointment, tenure, and promotion should prepare an application for submission to the Departmental APT Committee comprised of the following organized material:

- Letter of application
- Table of contents
- Curriculum vitae
- Teaching portfolio and peer evaluation (as described below in section III. B.)
- Narrative and supporting documents related to scholarship (as described below in Section III. C)
- Narrative and supporting documents related to service (as described below in Section III. D.)
- All annual reports, including comment and signature pages, for the period under review

#### **B. Teaching**

1. The Department's Mission Element #1 is: **Educate all students (with the majority being in-service students) who are preparing or upgrading their skills for careers in the public, nonprofit and private sectors.**

Goals: Preparing students for these careers includes:

- a. Combining both the *conceptual and practical* application of administrative knowledge and skills in the classroom and through internships.
- b. Developing an awareness of *professional ethics, diversity and globalism*.
- c. *Responding to environmental changes* that impact the needs and demands of our students
- d. *Encouraging diversity* among those who participate in our educational program
- e. Expanding educational access via *distance learning*.

## **2. Standards for evaluation of teaching**

Educating our students and preparing them professionally is the Department's most important activity. Competency in teaching must be met by all members of the department. Faculty must demonstrate continued successful teaching, which includes consideration of student learning outcomes. All candidates for re-appointment, promotion and tenure will be assessed for competency in teaching, primarily through a teaching portfolio submitted by the candidate.

Consistent with the Faculty Roles and Rewards Committee Report, the Department recognizes that faculty will use a variety of teaching techniques as well as designing and revising curricula to produce student learning outcomes. The Department recognizes that continuing professional development, such as attending workshops and conferences, and efforts necessary to maintain mastery of subject matter and teaching methodologies, are instrumental to effective teaching/learning.

The Department recognizes the role of teaching responsibility and effective instruction, by weighting it at least 50% of the overall evaluation of candidates for re-appointment, promotion, and tenure.

## **3. Departmental criteria for determining competency in teaching include the following:**

- demonstrated knowledge of the discipline/profession
- genuine interest in student needs and concerns
- skill in conceptual and theoretical analysis
- class presentations, exercises, and materials of respectable substance, organization and coherence
- clear explanation of course goals, requirements, evaluation devices and teaching methods to students, particularly in the course syllabus
- encouraging students to think critically about professional ethical issues
- willingness to entertain divergent views
- course development, updating, and revision as appropriate
- ability to maintain student interest
- encouragement of writing skills
- appropriate integration of technology
- develop capabilities with Internet-based technologies
- effective feedback to students regarding progress in courses
- participation in and development of distance learning alternatives
- effective contribution to project paper direction
- fair share of student advisement
- appropriate student workload
- very good attendance and office hours

**4. Candidates for re-appointment, promotion and tenure should prepare a portfolio of teaching materials comprising the following sections:**

- a. ***Statement of Teaching Philosophy and Focus***, which explains the candidate's educational values, ideals, and goals. The statement should also include a reflective statement comprising a self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness.

This section should also include for the period under review:

- a list of courses taught and the number of students enrolled in each course
- copies of all syllabi
- copies of all exams for these courses

This section may also include other pertinent information directly related to teaching and advisement, e.g., samples of student work, such as papers or projects.

- b. **A section on Student *Evaluation***, which includes a summary table of IAS ratings (or any instrument which replaces the IAS) on the four core items for all courses taught during the period under review, and a copy of the complete computer printout of IAS scores (or any replacement instrument) for all courses taught during the period under review.

This section may also include:

- written comments and/or personal assessment of ratings on other items
- instructor developed feedback
- APT Committee-solicited letters of support or comment about teaching

- c. **A section on *Student Outcomes and Accomplishments***. The portfolio should include a table of grade distributions for each course/section taught during the period under review, including personal interpretation of distributions in light of the candidate's teaching philosophy.

This section may also include other documentation, such as student employment rates in the field and success in the workplace, and student accomplishments and student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration and other professionally-related activities (e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects).

- d. **A section on *Improvement of and Innovations in Teaching***. Documentation should include:



- steps taken regarding professional development as a teacher (workshops, conferences, etc. attended)
  - efforts to remain current in the field
  - new applications of technology to teaching
  - revision of course instructional approach
  - improvements and innovations in teaching, alternative scheduling of instruction (e.g., weekends), and innovative uses of technology, including online instruction
  - collaborative teaching
- e. **A section on *Teaching-Related Activity Beyond the Classroom*.** Public Administration students are generally employed, and their time outside of work is limited. Faculty members are expected to provide assistance to our graduate students, such as professional advice, mentoring, and encouraging their involvement in various forms of scholarship. Faculty members can provide this assistance in a variety of ways, including through regular (published) office hours, as well as through other means, such as through email.

Candidates for re-appointment, promotion, and tenure are expected to have a fair share of advisees, and to be available as appropriate for students who for the most part are working full time. Documentation presented should include the number of advisees during the period under review *and number of Courses of Study completed*. *Advising is measured by number of Courses of Studies completed and number of advisees.*

This section may also include documentation regarding:

- evidence of advising quality (surveys, letters, etc.)
  - service on student organization and/or advisory committees. Because most of our students work full time, the most appropriate organizations for our students are the Public Administration Advisory Board, the Brockport College Foundation, and our honorary society, Pi Alpha Alpha.
- f. **A section on *Peer Evaluation*.** The section is prepared by the APT Committee, and should include results from classroom observation, and peer review of course syllabi, assignments, examinations, and appropriate integration of technology. The review of these materials will look for skills of pedagogy, including clear and precise communication and methods of instruction, interest in the educational achievement of students, the demonstration of the use of contemporary sources, and good correlation of content, method, and student interest and need.

Peer evaluation may also include:

- contributions to curriculum and course development or revision

- interviews of current students and/or alumni
- awards or recognition related to teaching
- evidence of mentoring new faculty
- videotape review

**Each of these six areas is evaluated based on the following scale:**

Very weak evidence of support provided	1 pt
Weak evidence of support provided	2 pts
Neither weak nor strong evidence of support provided (meets minimum acceptable criteria at rank)	3 pts
Strong evidence of support provided	4 pts
Very strong evidence of support provided	5 pts

Candidates for promotion and tenure must achieve a minimum of 4 points in each of these six categories from the APT Committee and the Chair to be considered for tenure and/or promotion; and candidates for re-appointment must achieve a minimum of 3 points in each of these six areas, with an accumulated minimum total of:

Professor	28 pts
Associate Professor/Tenure	24 pts
Re-appointment (Assistant Professor)	18 pts

### **C. Scholarship**

1. The Department's Mission Element #3 is: **Engage in applied research which addresses key issues and problems in both our profession and our community**

Goals: In *applied* research, we seek to:

- Provide opportunities for faculty to improve research skills and to enhance teaching abilities through problem-solving and consultative experiences in practical situations
- Promote student involvement to enhance their knowledge and skills
- Instruct students in the professional standards relevant to applied research

Consistent with our mission and our accreditation requirements, the scholarship focus for department faculty is primarily in the area of "application" as described below.

## 2. Standards for Evaluation of Scholarship

Faculty must demonstrate continued successful scholarship. Consistent with the Faculty Roles and Rewards Final Report, and the Department's mission, scholarship/creativity consists of identifiable projects subject to systematic internal and external evaluation by professional peers and resulting from "discovery," "integration," and "application."

- a. *Discovery*. The creation of new knowledge within the discipline. Examples of identifiable products include but are not limited to: original research as reported in articles, books, and presentation of papers; performances; grant proposals; inventions and patents; software development
- b. *Integration*. The synthesizing of existing knowledge or creative work within one or more disciplines into new patterns and/or for new audiences. Examples of identifiable products include but are not limited to: publication of interpretative studies or criticism; critical reviews or editing of scholarly work; development of public policies or of interdisciplinary programs.
- c. *Application*. The utilization of discipline-based knowledge to solve problems. Examples of identifiable products include but are not limited to: development and implementation of innovative governmental or nonprofit programs; environmental impact analyses; consultant work in the public, nonprofit, or private sector based on the faculty member's discipline-based knowledge and expertise.

Scholarship in these three areas will be evaluated according to these six criteria:

1. clarity of goals
2. adequacy of preparation
3. appropriateness of methods
4. significance of results
5. effectiveness of presentation
6. reflective critique where appropriate

Scholarship will be measured in terms of products reflecting these three areas of “discovery,” “integration,” and “application.” Scholarship products—*which may be in print or online*--are evaluated based on this scoring:

<b><i>SCHOLARLY PRODUCTS</i></b>	<b><i>POINTS</i></b>
Book, including workbook	15-30
Text book	20-30
Edited book	20-25
Articles	
Published in refereed journals	
National/international	8
Regional	8
Published in non-refereed journals	4-6
Articles submitted for publication	4-8
Articles in progress which may be subjected to an appropriate evaluative process	4-6
Presentations	
National/International Conference	5-7
Regional Conference	4-6
Other	1-8
Conference Proceedings	6
Refereed Conference Proceedings	8
Case studies and simulations	4-7
Monographs	5-8
Book reviews	5-7
Editorial reviews—includes reviews of books, articles, refereeing journal articles, etc.	
Journal article	6-12
Manuscript	4-6
Editing which results in products that provide direct evidence of an individual’s scholarly ability—includes organizational documents—books, readings, etc.	4-7
Instructor’s manuals	10-30
Grants or awards, applied for and/or received, that require the development of a scholarly proposal	3-15
<b>OTHER</b>	<b>3-30</b>
▪ Research in progress that may be subjected to an appropriate evaluative process	
▪ Consulting that leads to a product that may be subjected to an appropriate evaluative process	
▪ Special and/or technical reports	
▪ Collaboration with students in research activity resulting in demonstrable products that provide direct evidence of an individual’s scholarly ability	

▪ Computerized knowledge bases, accumulations of data and analysis that might be posted on the Internet subject to general review	
▪ Computer programs and applications whose main purpose is educational or professional	
▪ Developing a methodology for distance learning	
▪ Scholarly contributions to a college and/or community publications such as newsletters, reviews, opinions, etc.	
▪ Collaborative communications with professional colleagues if such communications result in a product which may be subjected to an appropriate evaluative process	

Tenure applications must normally have a minimum of three refereed journals as part of their scholarship portfolio.

3. Candidates for re-appointment, promotion and tenure should prepare a scholarship portfolio as follows:

- a. *Scholarship Focus and Summary.* This section should include the following components:
  - a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique.

Candidates for re-appointment, promotion and tenure must achieve at least the following number of points for the scholarly products from the APT Committee and the Chair to be considered for tenure and/or promotion, with a minimum total number of points accumulated for the period under review, again normally including at least three to six refereed articles for those applying for tenure or six for those applying for promotion:

Professor	28 pts
Associate Professor/Tenure	24 pts
Re-appointment (Assistant Professor)	12 pts

The assessment of scholarship is subject to both internal and external review. The APT Committee will identify an external reviewer of the scholarship products submitted by the candidate, and will solicit a written assessment of the candidate's scholarship products. The APT will take this external review into account in its evaluation of the candidate's scholarship, and the written evaluation of the external reviewer will be included in the materials forwarded to the Chair.

Given our mission, our accreditation, and students we educate, the Department will be recruiting and hiring "practitioners" who come to the Department and the program without the traditional academic record of scholarship generally expected of faculty. The Department will take into account the professional experience and expertise of such faculty "practitioners" in the evaluation of their performance for re-appointment, promotion, and tenure.

## D. Service

1. The Department's Mission Element # 2 is: **Participate in community service which benefits the administration of public, nonprofit and private organizations.**

Service encompasses governance and other program-related activities supporting the mission of the department, the school, the college, the university, or the profession, as well as discipline-based or department/college mission-oriented contributions to the community. Faculty must demonstrate some level of continued successful service, as defined by the Department in this document.

2. The assumption of an appropriate level of service must be met by all candidates for re-appointment, promotion and tenure. Service may be in one or more of the following areas--the Department, Community, Profession, School, College, and University. Because the Department's accreditation is mission driven, the Department's service requirements are externally rather than internally oriented. Particular weight is given to *Departmental* service, and to *public and community service*, and *service to the profession*, insofar as they are in furtherance of the Department's mission and continued accreditation.

3. Candidates for re-appointment, promotion and tenure will prepare a statement of all relevant service activities with a brief description of the candidate's responsibilities, participation, and any product developed. Community-oriented service should have a direct relationship to the mission of the department/college and to the faculty member's disciplinary expertise.

The candidate's performance with regard to service will be assessed in light of his/her years in academic life as well as whether the candidate has assumed a fair share of the program's responsibilities. Candidates should list their service activities and accomplishments for each of the following: All appropriate information documenting service includes but is not limited to:

- a listing of all activities, and any products developed
- peer evaluations
- letters and other materials commenting on performance, from parties who are knowledgeable about the candidate's performance in this area.
- any other relevant information

Examples of service and the associated point scale are:

	Activities	Points
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<b>Department</b>	<ul style="list-style-type: none"> <li>Marketing/recruiting</li> </ul>	8-12
8-12 = high	<ul style="list-style-type: none"> <li>Admissions</li> </ul>	8-12
6-10 = low	<ul style="list-style-type: none"> <li>Advisement*</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Program management (NASPAA)</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Governance</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Prepare and submit reports</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>APT responsibilities</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Utilization of cutting edge office technology</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Completion of policy and procedures</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Fulfilling mandates</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Evaluation</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Library liason</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Mentoring</li> </ul>	8-12
	<ul style="list-style-type: none"> <li>Adjunct faculty</li> </ul>	8-12
<b>Community</b>	work related to the mission of the department/college and to faculty member's area of professional expertise.	10-20
<b>Profession</b>	leadership and other service in discipline-based organizations at local, state, national, or international levels	5-15
<b>School</b>	grade appeals, School committees	5-15
<b>College</b>	Faculty Senate, college-wide committees, college-wide student organizations, graduate committees	5-15
<b>University</b>	University Faculty Senate, SUNY Ad Hoc Committees	5-15

\*Advisement: includes number of advisees, availability of faculty, office hours, and the Web site. Number of advisees ranges between 30-40 students for each faculty member . Both full-time and part-time faculty are available for students by appointment at either the SUNY MetroCenter or on-campus. Faculty are considerate of the need to be flexible for our full-time working adult students and often meet during lunch hours, early mornings or before classes. Information on how to contact faculty is available on our Department of Public Administration's literature and on our Web site at <http://cc.brockport.edu/pubadmin/contact.htm>.

4. Candidates for re-appointment, promotion and tenure must achieve the following minimum number of points for service from the APT Committee and the Chair to be considered for tenure and/or promotion, with an accumulated minimum total of:

Professor	28 pts
Associate Professor/Tenure	24 pts
Re-appointment (Assistant Professor)	12 pts

Candidates for re-appointment, promotion, and tenure may request additional points for special service assignments.

#### **IV. Amendments to the Document**

This document may be amended by a majority vote of the full time Department faculty.

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*Approved by the Department of Public Administration faculty November 29, 1999.*

*Revised December 15, 1999.*

*Revised December 17, 1999.*

*Revised February 10, 2000.*